










# General capabilities: Level 3 overview











Prep–Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum general capabilities: Level 3. It can be used to support the planning of teaching and learning for students in Years 3 and 4. Learning area icons indicate where general capability sub-elements can be developed or applied in the content descriptions.







## Critical and creative thinking

Elements	Sub-elements		
Inquiring	<b>Develop questions</b> <ul style="list-style-type: none"> <li>develop questions to examine unfamiliar ideas and topics</li> <li>questions developed support the process of improving knowledge and understanding about a topic or investigation</li> </ul> 	<b>Identify, process and evaluate information</b> <ul style="list-style-type: none"> <li>identify and examine relevant information and opinion from a range of sources, including visual information and digital sources</li> <li>condense and combine selected information related to the topic of study</li> </ul> 	
	<b>Generating</b>	<b>Create possibilities</b> <ul style="list-style-type: none"> <li>create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways</li> </ul> 	<b>Consider alternatives</b> <ul style="list-style-type: none"> <li>consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option</li> </ul> 
Analysing	<b>Interpret concepts and problems</b> <ul style="list-style-type: none"> <li>identify and prioritise significant elements and relationships within a concept or problem</li> </ul> 	<b>Draw conclusions and provide reasons</b> <ul style="list-style-type: none"> <li>draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made</li> </ul> 	<b>Evaluate actions and outcomes</b> <ul style="list-style-type: none"> <li>evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions</li> </ul> 
	<b>Reflecting</b>	<b>Think about thinking (metacognition)</b> <ul style="list-style-type: none"> <li>select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions</li> </ul> 	<b>Transfer knowledge</b> <ul style="list-style-type: none"> <li>use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context</li> </ul> 










# Digital literacy

Elements	Sub-elements		
Practising digital safety and wellbeing	<b>Manage online safety</b> <ul style="list-style-type: none"> <li>report negative or harmful online behaviour by seeking help from trusted adults</li> </ul> 	<b>Manage digital privacy and identity</b> <ul style="list-style-type: none"> <li>identify their digital footprint (personal data stored by online tools)</li> <li>recognise their digital identity represents them online and can give a negative impression</li> <li>give and seek consent before sharing online with peers and trusted adults</li> </ul> 	<b>Manage digital wellbeing</b> <ul style="list-style-type: none"> <li>follow an agreed code of conduct for the healthy use of digital tools</li> </ul> 
	<b>Investigating</b>	<b>Locate information</b> <ul style="list-style-type: none"> <li>locate information through search engines and in documents by applying specific search terms, and select and retrieve relevant information from multiple sources</li> </ul> 	<b>Acquire and collate data</b> <ul style="list-style-type: none"> <li>collect and access data using a range of digital tools and methods in response to a defined question</li> </ul> 
Creating and exchanging	<b>Plan</b> <ul style="list-style-type: none"> <li>use familiar digital tools to develop and follow a basic plan to complete a task</li> </ul> 	<b>Create, communicate and collaborate</b> <ul style="list-style-type: none"> <li>use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults</li> </ul> 	<b>Respect intellectual property</b> <ul style="list-style-type: none"> <li>respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source</li> </ul> 
	<b>Managing and operating</b>	<b>Manage content</b> <ul style="list-style-type: none"> <li>save and retrieve content in agreed locations with an appropriate name</li> </ul> 	<b>Protect content</b> <ul style="list-style-type: none"> <li>save and access content in shared folders using their individual school account</li> </ul> 















## Ethical understanding

Elements	Sub-elements		
Understanding ethical concepts and perspectives	<b>Explore ethical concepts</b> <ul style="list-style-type: none"> <li>identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</li> </ul> 	<b>Examine values, rights and responsibilities and ethical norms</b> <ul style="list-style-type: none"> <li>describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</li> </ul> 	<b>Recognise influences of ethical behaviour and perspectives</b> <ul style="list-style-type: none"> <li>explain how emotions can affect behaviour and decision-making in different situations</li> </ul> 
	<b>Responding to ethical issues</b> <ul style="list-style-type: none"> <li>describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making</li> </ul> 	<b>Explore ethical perspectives and frameworks</b> <ul style="list-style-type: none"> <li>use examples to describe how people may have different values and perspectives that they apply to an ethical issue</li> </ul> 	<b>Making and reflecting on ethical decisions</b> <ul style="list-style-type: none"> <li>describe decision-making processes with reference to ethical perspectives and values</li> </ul> 

## Intercultural understanding

Elements	Sub-elements		
Reflecting on culture and cultural diversity	<b>Reflect on the relationship between cultures and identities</b> <ul style="list-style-type: none"> <li>describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows</li> </ul> 	<b>Examine cultural perspectives and world views</b> <ul style="list-style-type: none"> <li>compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts</li> </ul> 	<b>Explore the influence of cultures on interactions</b> <ul style="list-style-type: none"> <li>understand how cultural and linguistic diversity affect interactions within their community</li> </ul> 
	<b>Engaging with cultural and linguistic diversity</b> <ul style="list-style-type: none"> <li>initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond</li> </ul> 	<b>Develop multiple perspectives</b> <ul style="list-style-type: none"> <li>discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors</li> </ul> 	<b>Develop empathy</b> <ul style="list-style-type: none"> <li>describe how listening to, and understanding others, supports respectful intercultural experiences and interactions</li> </ul> 
Navigating intercultural contexts	<b>Consider responses to intercultural contexts</b> <ul style="list-style-type: none"> <li>examine the influence of past intercultural experiences on what they learn about themselves and others</li> </ul> 	<b>Respond to biases, stereotypes, prejudices and discrimination</b> <ul style="list-style-type: none"> <li>describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions</li> </ul> 	<b>Adapt in intercultural exchanges</b> <ul style="list-style-type: none"> <li>use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour</li> </ul> 

## Personal and social capability

Elements	Sub-elements					
Self-awareness	<b>Personal awareness</b>		<b>Emotional awareness</b>		<b>Reflective practice</b>	
	<ul style="list-style-type: none"> <li>explain influences on personal qualities and how these contribute to personal growth</li> </ul> 		<ul style="list-style-type: none"> <li>explain the influence that their own behaviour has on the emotional responses of others</li> </ul> 		<ul style="list-style-type: none"> <li>build on personal abilities and achievements using feedback and self-assessment</li> </ul> 	
Self-management	<b>Goal setting</b>		<b>Emotional regulation</b>		<b>Perseverance and adaptability</b>	
	<ul style="list-style-type: none"> <li>plan for learning by setting improvement goals</li> </ul> 		<ul style="list-style-type: none"> <li>manage and moderate emotions in familiar contexts, using provided strategies</li> </ul> 		<ul style="list-style-type: none"> <li>demonstrate perseverance when faced with challenges, adapting approaches based on successes, and learning from setbacks and failure</li> </ul> 	
Social awareness	<b>Empathy</b>		<b>Relational awareness</b>		<b>Community awareness</b>	
	<ul style="list-style-type: none"> <li>discuss the value of different needs, emotions, cultures and backgrounds</li> </ul> 		<ul style="list-style-type: none"> <li>identify how they can contribute to healthy relationships and manage challenging relationships</li> </ul> 		<ul style="list-style-type: none"> <li>describe the various communities beyond their own and what they can do to support them</li> </ul> 	
Social management	<b>Communication</b>	<b>Collaboration</b>		<b>Leadership</b>	<b>Decision-making</b>	<b>Conflict resolution</b>
	<ul style="list-style-type: none"> <li>apply verbal and non-verbal communication skills when responding to others</li> </ul> 	<ul style="list-style-type: none"> <li>perform designated roles within groups, appreciating everyone's contributions to a shared outcome</li> </ul> 		<ul style="list-style-type: none"> <li>guide and make leadership decisions with a view to how these influence others</li> </ul> 	<ul style="list-style-type: none"> <li>describe factors that influence decision-making and predict outcomes of individual and group decisions</li> </ul> 	<ul style="list-style-type: none"> <li>apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts</li> </ul> 

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